High School Common Schedule Work Group
Mon., Feb. 13, 2012
Parr Room
8:00-12:00

Meeting Summary

Meeting Agenda
- Review shared criteria for schedule assessment
- Continue to build an understanding of schedule options
- Begin analysis of options

Working Agreements
The group reviewed the following working agreements:
- Start and end on time
- Think on behalf of all students
- Focus on solutions
- Check assumptions
- Planful communication
- Respectful communication
- Strive for consensus – If consensus cannot be reached members will vote.

Communication
1. Margot is preparing a meeting summary with key points and documents. Please provide her any feedback.

2. A key points document is prepared following each meeting.

3. All documents related to the process are posted on the District 4J website at http://www.4j.lane.edu/secondaryservices/commonschedule.

Criteria
Participants refined the following priority criteria for assessing potential schedules. *They are not in priority order.*

The common schedule must . . .

1. **Meet the individual needs of each student.**
   - Provides for acceleration and remediation.
   - Leads to college and career readiness *(will be defined more fully).*
   - Avoids isolating students because they need interventions.

2. **Provide focus and rigor**
   - Maximizes instructional time. Provides depth over breadth.
   - Provides a significant chunk of time to engage students.
   - Provide intentional teaching time, lessons, and daily contact.
   - Supports ability of the teacher to provide just-in-time feedback.
   - Requires minimal transition times across days and year.

3. Be sustainable
- Reduces the number of students a teacher has at any given time.
- Is realistic, given resources.
- Manages workload for teachers and students as we transition to a new schedule and beyond.
- Provides appropriate and workable number of teacher preps and classes.

4. Be flexible and engage students
- Provides ability for student to advance at own rate.
- Provides choices to support student engagement. Provides access to classes (i.e., non-core classes) that light kids up.
- Makes available core classes required for graduation as well as others, such as IHS, AP, and IB courses.
- Provides equity of offerings.
- Allows for students to be fully scheduled.
- Provides flexibility of scheduling for choice.

5. Maximize other classes at other high schools and colleges
- Allows for alignment and collaboration with higher education to allow students into courses on college campuses.

6. Build collaboration in order to--
- Use data meaningfully to determine how to adjust instruction and curriculum.
- Have time to identify skills needed by students.
- Have districtwide time to discuss curriculum.
- Have time for professional development.

7. Foster relationships
- Fosters relationships between teachers and students over the year, during the teaching period, and over four years.
- Provides for a class size that promotes student-teacher relationships.
- Fosters community among students.
- Provides opportunity for advocacy.

8. Provide for consistency
- Makes fragmentation (i.e., gaps in learning) minimal.
- Allows a student to have sustained learning over time.
- Minimizes learning interruptions.
- Builds reliability across the district. Not dependent on which school a student attends.

Superintendent's Comments
- This is a comprehensive list of criteria. Criteria should include raising level of rigor.

- Manageable workload for teachers is a high priority.

- Number of preps and number of students a teacher deals with at any one time is important.

- Data from PLAN
  - Not positive results.

- 30% on track to need remediation for math and reading. 30% are excelling,
- What is missing? *Rigorous tasks for students to do.*
- Difficult for teachers to assign many of these because of teachers see so many students and do not have time to give feedback

- Key skills for students include writing, critical thinking, research, and persistence,

- We need to bring college readiness focus to middle school.

- We are considering re-aligning Explore to middle school. We would like to send these results home to parents and use them as indicators of our progress.

- <u>Other considerations</u>
  - Curriculum development needs to be accessible to all teachers,
  - It is important to have accessible data and to know how to use it to inform instruction.
  - We need to improve communication around tests.

New accountability system in OR
50% of measure will be graduation rates and growth in graduation rates for subgroups *(FRL, minorities, SPED, economically disadvantaged)*
- 35% graduation rates
- 15% is subgroup graduation
- 20% raw achievement
- 20% growth in achievement
- 10% sub group growth

Descriptions of Schedule Options
A small work group revised a matrix that compares schedules according to numerical criteria, such as cost, class size, and number of students seen by a teacher *(see attachment).*

Option Analysis
Participants analyzed the 3x5 schedule through the lens of the shared criteria *(see attachment).*

Meeting Schedule
- Tues., Feb. 21, 12:00-4:00 in Parr Room
- Thurs., Feb. 23, 8:00-12:00 in Parr Room
- Wed., Feb. 29, 8:00-12:00 in Auditorium

Next Steps
1. Define meaning of "electives" and what is needed to prepare students to be college and career ready.

2. Continue option analysis.

Summary prepared by
Margot Helphand, facilitator

Attachment

TYPES OF SCHEDULE COMPARISONS

	3x5	4x4	2x4	2x7
Number of terms	3	4	2	2
Term length	12	9	18	18
Periods in a day	5	4	4	7
Length of period	70 min	90 min	90 min	50 min
Teacher prep time per day	70 min	90 min	90 min	100 min
Number of periods taught daily	4	3	3	5
Transitions per day *(including lunch)*	5 per day	4 per day	4 per day	7 per day
Transitions per year	10 maximum	12 maximum	4 maximum	7 maximum
Number of students per teacher	120 per day 120-360 per year	90 per day 90-360 per year	90 per day 90-180 per year	150 per day 150-300 per year
Number of final grading periods	3 periods	4 periods	2 periods	2 periods
Number of total grading periods	6 periods	8 periods	8 periods	8 periods
0.5 credit opportunities possible for teacher to offer annually	12 opportunities	12 opportunities	12 opportunities	10 opportunities
Credits	7.5 per year 30 in 4 years	8 per year 32 in 4 years	8 per year 32 in 4 years	7 per year 28 in 4 years

	3x5	4x4	2x4	2x7
Number of weeks per credit	24 weeks	18 weeks	18 weeks	36 weeks
Number of instructional hours per credit *(per bell schedule)*	140 hours	135 hours	135 hours	150 hours
Number of instructional hours per credit *(minus 4 minutes each period for logistics)*	132 hours	129 hours	129 hours	138 hours
Average class size *(assuming 1,000 students, 40 teachers)*	31.25 students	33.33 students	33.33 students	35 students
Required FTE/Cost *(assuming 1,000 students, 40 teachers, 30 students per class)*	41.60 FTE $3,810,560	44.44 FTE $4,070,704	44.44 FTE $4,070,704	46.66 FTE $4,274,056